Session Outcomes

- Develop better reports
- Present data in a way that others understand it

Application

- Identify a report you will need to write or types of data you will need to present

Resource

Challenges

- What challenges do you face when presenting or reporting assessment results?

Reporting Process

- Determine clients, purpose, and audience for report
- Determine data and info available or need to gather for report
- Select type of report (i.e., survey report, factbook)
- Select format of report (i.e., written, oral, etc.)
- Decide how to depict data an information
- Produce the report
- Disseminate the report

Types of Audiences

- Executives
- Board of trustee members
- Faculty members
- Experts
- Lay people
- Parents
- Combined audiences
- Students

Audiences

- List your primary and secondary audiences
### Considering Audiences
- What do my audiences need to know?
- What do my audiences want to know?
- What do I tell my audience about this?
- What decisions will or might they make based on this report?
- What other individuals might my audience send this report to?
- Who else might be interested and will they have access to relevant documents?

### Purposes of Reports
- Historical record
- Support for planning or decision making
- Public relations
- Information dissemination
- Compliance with external reporting requirements
Types of Reports
- Survey or major projects reports
- Projections
- Accreditation self-studies
- Program review and evaluation reports
- Factbooks
- Planning reports
- Technical reports
- Financial reports
- Peer group comparisons
- Promotional materials

Types and Formats
- What type of report would be most appropriate?
- What format of report would be most appropriate?

Report Formats
- What are the various formats that reports can take

Audiences, Types, and Formats
- How do you decide which types and formats to use with which audiences?
Cone of Experience

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we discuss
- 80% of what we experience
- 95% of what we teach


Report Components

- Meaningful title
- Executive summary
- Table of contents
- Introduction and purpose
- Methodology
- Findings
- Summary, conclusions, implications, and recommendations
- References
- Glossary
- Appendices, exhibits, attachments

Quantitative Data and Reports

- Summarize key findings in both narrative and numeric forms
- Statistical significance may not be practical significance for decision makers
- Use tables and graphics judiciously in the body
- Provide narrative description of what statistical significance means
- Consider using a question-answer format

Quantitative Data and Reports

- Use 1-page briefs and/or Web pages referring readers to full report
- Use anecdotes and quotes to liven up the report
- Ask audience how to improve reports
When to Graph

- Use graphs when to illustrate relations among measurements
- Use a precise title to clarify message and data supporting it
- Organize the graph to help reader answer the question resulting from the graph
- Use concepts and displays that are familiar


Good and Bad Reports

- What are characteristics of:
  - Good reports
  - Bad reports

Fonts

- Safe fonts include Times Roman, Bookman, Century Schoolbook, Garamond, or Arial
- Use both CAPITAL and small letters
- Use *italics* sparingly
- Use **underlining** sparingly
- Use **boldface** for emphasis
- Mix fonts in the same document, but use only 2-3

Tables

- Order table rows and columns in a way that makes sense
- Round number to whole numbers if possible using one decimal place for more technical audiences
- Use mean, median, or total for comparison
- Column headings should be about same length

Table: Dartmouth College Enrollment by Race/Ethnicity for 2003-2008

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-resident alien</th>
<th>Black, non-Hispanic</th>
<th>American Indian or Alaska Native</th>
<th>Asian or Pacific Islander</th>
<th>Hispanic</th>
<th>White, non-Hispanic</th>
<th>Other/Race-ethnicity unknown</th>
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</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>5%</td>
<td>6%</td>
<td>3%</td>
<td>12%</td>
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<td>58%</td>
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<td>2004-2005</td>
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<td>2005-2006</td>
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<tr>
<td>2006-2007</td>
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Data is from the Common Data Set years 2003-2008

Charts

- Pie charts show proportional size
- Horizontal bar charts show proportional relationships
- Cluster bar charts allow grouping of multiple variables for comparison over time
Cluster bar charts allow grouping of multiple variables for comparison over time.

Line charts show trends.

One hundred percent bar charts display how proportional relationships change over time.

Would charts be useful in your reports?

If so, which ones might be most useful?
Guidelines for Presenting Charts

- Keep charts simple

Dartmouth Undergraduate Composition by Race/Ethnicity

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Guidelines for Presenting Charts

- Present variables according to logic

Dartmouth Undergraduate Composition by Race/Ethnicity for 2003-2008

- Use common sense for use of grid marks, tick marks, and labels

Guidelines for Presenting Charts

- When comparing charts, keep displays comparable

Dartmouth Undergraduate Composition by Race/Ethnicity for 2003-2005

- Keep charts simple

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Guidelines for Presenting Charts

- When comparing charts, keep displays comparable
Guidelines for Presenting Charts

Avoid three dimensions

Avoid three dimensions

Use a maximum of six segments in a pie chart

Avoid three dimensions
Guidelines for Presenting Charts

- Use no more than five or six data series on any single line graph

Dartmouth Enrollment by Year 2004-2007

Most Useful Tips

- Which tips will be most useful to remember when presenting results and writing reports?

PowerPoint - Don’ts

Conclusion

- Any final thoughts, questions, or comments?
Additional Resources

